

**Texas Education Agency**  
**Standard Application System (SAS)**

**2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1**

<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  Place date stamp here.  <div style="text-align: right;">           Received            Texas Education Agency            2016 MAR 25 AM 11:40            Document Control Center            Grants Administration         </div>
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">             Document Control Center, Division of Grants Administration              Texas Education Agency              1701 North Congress Ave              Austin, TX 78701-1494           </div>	
<b>Contact information:</b>	21stCentury@tea.texas.gov	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Snyder ISD	208902		
Vendor ID #	ESC Region #	DUNS #	
75-600+246-1	14	102490299	
Mailing address		City	State      ZIP Code
2901 37 <sup>th</sup> Street		Snyder	TX      79549

**Primary Contact**

First name	M.I.	Last name	Title
Mary Ann		Juarez	Grant Programs Coordinator
Telephone #	Email address		FAX #
325-574-8971	mjuarez@snyderisd.net		325-574-8693

**Secondary Contact**

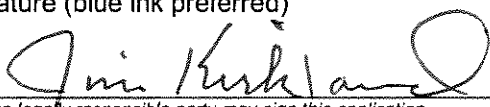
First name	M.I.	Last name	Title
Rebecca		Mebane	Director of Instructional Services
Telephone #	Email address		FAX #
325-574-8600	rmebane@snyderisd.net		325-573-0342

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Jim		Kirkland	Superintendent
Telephone #	Email address		FAX #325-573-9025
325-574-8900	jkirkland@snyderisd.net		325-573-9025
Signature (blue ink preferred)			Date signed

  
 Only the legally responsible party may sign this application.

03/23/2016

701-16-102-025

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Community Overview:** Snyder, the seat of Scurry County, is a small rural community of approximately 12,000 people. Snyder sits on U.S. Highway 84, an hour and a half from the larger cities of Lubbock, Abilene, San Angelo and Midland. Once a booming oil town with an abundant cotton crop, Snyder is now inflicted with a deteriorating economy. The ongoing oil price plummet and poor cotton crop have sparked major concerns for Snyder citizens. Once called "Sparkle City," Snyder is going from boom to bust. Numerous local oil industries have shut their doors and laid off hundreds of employees. Fathers are leaving their families, some out of the country, to continue employment in the oil industry. Stay-at-home moms are now being forced to join the ranks of the minimum wage employed and childcare costs are becoming a heavy burden. Unemployment rate rests at 4.2%, slightly less than the state rate of 4.5% (homefacts.com November 2015). A huge obstacle that many school districts in small communities face, including Snyder, is the lack of abundant resources not easily obtained beyond school hours. Although the student population is bigger in urban areas, our students and their families have the same dire needs, but with fewer options for participation in afterschool activities. Snyder has a handful of childcare centers, but affordability is a burden for many families who work for a minimum wage. None of the daycares provide part time care services after school hours. Home visits to some of our families indicate that many of these children lack the educational resources in their home to help them succeed academically. Allowing Snyder students to continue to participate in school based afterschool programs would give them multiple opportunities for hands-on real world experiences as opposed to sitting at home unattended and possibly getting bored and in trouble. Snyder presently has 61 registered sex offenders which is 61.49% higher than the national average. Additionally, Snyder has a violent crime score of 258.59, this is 158.59% higher than the national average, and property crime score of 123.08 which is 23.08% higher than the national average (homefacts.com November 2015). These statistics are alarming for a small community like Snyder, and a threat to children who may be forced to stay home alone during the critical hours beyond the school day.

**Need for the Program:** Most of the Snyder ISD targeted campuses meet all three criteria for eligibility of the Tx21st CCLC Cycle 9 grant. These include Title I campuses, Improvement Required, and 40% or more students identified as economically disadvantaged (PEIMS data snapshot). **Snyder ISD is currently rated as Improvement Required (IR)** by TEA state and federal accountability standards. Progress is gradually being made, and because of this, it is crucial for Snyder ISD to continue services beyond the regular school day. Snyder ISD will expand the current before/after school, weekend and summer program to meet a broader group of students and families in need of services. Snyder ISD is currently comprised of three elementary schools: Stanfield (PK-K) will move to Snyder Primary in the Fall 2016, Snyder Primary (1-3), Snyder Intermediate (4-5), Snyder Jr. High (6-8) and Snyder High School (9-12). **Snyder High School** does not meet any of the eligibility criteria for Tx21st CCLC Cycle 9. **Four of the five schools (Stanfield, Snyder Primary, Snyder Intermediate and Snyder Jr. High) have been rated as IR (Improvement Required),** three of these schools are Title 1 schools. Snyder ISD consists of 2,881 students. Student demographics include 33.3 % White, 61.4% Hispanic, 2.2 % Black, 3.1 % Other. Almost fifty percent of the students are identified as economically disadvantaged based on a free/ reduced lunch, 49% are identified at-risk (current SIDS PIEMS snap shot). Snyder shares many of the same troubles found in the bigger cities (crime, drugs, alcohol, violence, school dropouts and teen pregnancy), but at an alarming rate that is higher than the national average. Our challenge is the lack of resources that will not be readily available to meet the demands of the current annual funded program of \$ 1,000,000 should further funding for after school programs not become available. The present range of needs and preferences for afterschool care cannot be met by any one single approach that collaborators can bring alone. Instead, a multiple-resource base from the home, school and community is necessary, this includes continuing a full service (academic, enrichment, family engagement and college/career program) afterschool program housed at each of our targeted schools. An idea for sustainability of the program is to charge a fee for participation should Snyder ISD not receive the Cycle 9 award. Due to the current economic situation, charging participant fees to students most in need of services, will create a barrier to participation.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**General Description of the Program to be Implemented:** Snyder ISD will use the PRIME Blueprint for Texas ACE as a tool to design a quality and enduring afterschool program using a well-organized project management approach to planning, organizing, securing and managing resources to bring about the successful completion of specific Tx21st CCLC Cycle 9 project goals and objectives. Those include improving the following participant outcomes/goals: 1) Academic performance, 2) School Day Attendance, 3) Positive Behavior, 4) Grade Promotion Rates, and 5) Graduation Rates as outlined in Tx21st CCLC Cycle 9 RFA . Further, SISD will integrate promising practices from ESSA, NCLB, state and national after school conferences, trainings and other initiatives. The fundamental premise of Snyder ISD is to expand before/after school and summer services to a much larger group of students and their families in dire need of academic and social support services. SISD hopes to establish three ACE sites as follows: Snyder Primary (grades PK – 3), Snyder Intermediate (grades 4 – 5) and Snyder Jr. High (grades 6-8), all Improvement Required campuses. After school activities will be tied to the TEKS, will be evidenced based and aligned with the regular school day curriculum and district's strategic plan. Program hours (at least 12, but not more than 20) and days (Monday – Friday) will vary at each site during the school year and thirty five hours or more a week in the summer. Before/after school sessions will be at least 45 minutes long, but no longer than 1.5 hours. Transportation services will be provided as needed. Sites will provide academic enrichment for children and youth, particularly students most in need of services as follows: high-poverty, low academic performance, truancy, discipline, latchkey and other needs based on teacher, parent and campus administrator referrals. SISD Tx21st CCLC cycle 9 program activities will be based on the needs of the campus and in conjunction with Tx21st CCLC Four-Component Activity Guide. Activities will be supplemented to expand services from the regular school day curriculum and will not be replicated or supplanted. The program will be offered at no charge to participants.

**New and Expanded Services**

**Academics: Objective: Increase all targeted sites STAAR scores in Reading and Math by 15%**

To maintain afterschool academic objectivity, Snyder ISD will implement additional academic and social support mechanisms to keep students motivated to pursue the challenging curriculum of the regular school day. Those services, include but are not limited to: evidence based strategic tutoring (small group and one-on-one) to help students meet state and local student academic achievement standards in core subjects such as math, reading science and social studies. Others will include homework help and project based learning initiatives in each core subject area. Activities will be aligned to TEKS, whenever possible. With appropriate scaffolds, the program will stimulate high academic achievement among our at risk populations (low-income, Special Needs, Hispanic and African American).

**Enrichment: Objective: 1. Decrease student disciplinary incidences by 15%. 2. Maintain a 95% or higher student attendance rate.**

Enrichment activities will be designed to expose students to different fields of interest and a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not ordinarily be covered in the regular curriculum. Activities will consist of materials and methods designed to promote the development of thinking and feeling processes, creative thinking, problem solving, learning how to learn, and advanced reference and communication skills.

**Family Engagement: Objective: Increase parent involvement by 50% based on current Tx21st CCLC data.**

SISD will create a new parent-powered Family Resource Center (FRC) equipped with a computer lab, library, classrooms for adult education: GED/ESL, parent education and technology. The FRC will exist to encourage family-school partnerships and help strengthen parent-student interactions. Childcare will be provided as needed. The existence of the FRC will be a combined effort of district Title I, Migrant Ed, Special Ed, McKinney Vento, PTO and ACE.

**College and Career: Objective: Help all participating students focus on academic, personal/social and career development so they can achieve success in school and are prepared to lead fulfilling lives as responsible members of society.** Snyder ISD will create an "Aspiring College and Career" and Jr. Achievers program with multiple opportunities for students to develop entrepreneurial skills and job shadow in various fields of interest.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$ 703,000	\$	\$703,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 120,000	\$ 9,000	\$129,000
Schedule #9	Supplies and Materials (6300)	6300	\$105,000	\$	\$105,000
Schedule #10	Other Operating Costs (6400)	6400	\$ 56,800	\$	\$ 56,800
Schedule #11	Capital Outlay (6600)	6600	\$ 16,200	\$	\$ 16,200
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,001,000	\$9,000	\$1,010,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,001,000	\$ 9,000	\$1,010,000
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$0.00	\$0.00	\$0.00
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,010,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$50,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher (adult ed)	1		\$16,000
2	Educational aide	2		\$33,000
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)		1	\$68,000
5	Site coordinator (required)	3		\$135,000
6	Family engagement specialist (required)	1		\$32,000
7	Secretary/administrative assistant	1		\$16,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Support para-prof. staff to help facilitate program activities (\$ 10 hr. x various hours)	15		\$60,000
20	Professional staff to help facilitate program activities (\$ 30 hr x various hours.)	8		\$ 18,000
21	Title			\$
22	Subtotal employee costs:			\$ 378,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112 Substitute pay while teachers attend training.			\$5,000
24	6119 Professional staff extra-duty pay for teachers to provide beyond school hours services in all core subjects and enrichment (various #'s x various hours @ \$ 30 hr. )			\$220,000
25	6121 Support staff extra-duty pay for para-prof. staff to provide beyond school hours services in all core subjects and enrichment (various #'s x various hours @ \$ 20 hr. )			\$,50,000
26	6140 Employee benefits			\$50,000
27	61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs			\$325,000
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$703,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 208902		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Enrichment Camps and/or classes (contract professionals in area of expertise)	\$20,000
2	External Evaluation for three sites @ \$ 3,000 each	\$ 9,000
3	Professional Development (local efforts to align with District Strategic Plan)	\$10,000
4	Communities in Schools Social Worker	\$ 50,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$ 89,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$ 40,000</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$129,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 208902		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$105,000
<b>Grand total:</b>		<b>\$105,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 208902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$5,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$ 51,800
<b>Grand total:</b>		<b>\$56,800</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID:		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19	Furniture for Family Resource Center (sitting area)	1	\$ 4,000	\$ 4,000
20	Furniture for Family Resource Center (bookshelves for library)	5	\$ 1,000	\$ 5,000
21	Furniture for Family Resource Center (refrigerator)	1	\$ 1,000	\$ 1,000
22	Furniture for Family Resource Center (stove)	1	\$ 1,000	\$ 1,000
23	Furniture for Family Resource Center (Conference table)	1	\$ 4,000	\$ 4,000
24	Furniture for Family Resource Center (chairs for conference table)	12	\$ 100	\$1,200
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$ 16,200</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

<b>For TEA Use Only</b>	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>2885</b>	
Category	Number	Percentage	Category	Percentage
African American	63	2.2	Attendance rate	95.99
Hispanic	1,766	61.2	Annual dropout rate (Gr 9-12)	3.3
White	978	33.9	Students taking the ACT and/or SAT	31.3
Asian	23	.8	Average SAT score (number value, not a percentage)	N/A
Economically disadvantaged	1,362	47.2	Average ACT score (number value, not a percentage)	20.9
Limited English proficient (LEP)	274	9.5%	Students classified as "at risk" per Texas Education Code §29.081(d)	52.3
Disciplinary placements	58	2		

**Comments**

Information from charts 1 and 2 is from 2014/2015 PEIMS Data with exception of ACT which is 2014. Current student population of campuses to be served include: Snyder Primary 697 (grades 1 – 3) and will include the addition of Stanfield Elementary 416 (PK – K) students in the Fall 2016 (Stanfield will not house any students beyond the 2015/1016 school year); Snyder Intermediate 438 (grades 4 -5) and Snyder Jr. High 599 (grades 6 – 8). All these sites are rated IR (Improvement Required) based on 2014-2015 STAAR test results. It is the intent of Snyder ISD to target a larger group of students than those targeted during cycle 7.

**STAAR 2014-2015 performance all levels**

- Math, 1247 scored unsatisfactory
- Reading, 557 scored unsatisfactory
- Writing, 219 scored unsatisfactory

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA. 2014/2015 data

Category	Number	Percentage	Category	Number	Percentage
African American	3.6	1.9	No degree	1.4	.7
Hispanic	35.1	17.8	Bachelor's degree	152.2	77.3
White	157	79.8	Master's degree	42.2	21.4
Asian	0	0	Doctorate	1	0.5
1-5 years exp.	34.8	17.7	Avg. salary, 1-5 years exp.	\$ 40,975	N/A
6-10 years exp.	41.7	21.2	Avg. salary, 6-10 years exp.	\$ 42,556	N/A
11-20 years exp.	49.3	25.1	Avg. salary, 11-20 years exp.	\$ 48,100	N/A
Over 20 years exp.	53.7	27.3	Avg. salary, over 20 years exp.	\$ 56,232	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	40	80	80	80	70	50	50	50	50	50					600
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	40	80	80	80	70	50	50	50	50	50					600

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Gap:** Campus/district teams, involving teachers, parents, administrators and community citizens, identified student and family needs through use of various data including: Eduphoria, PEIMS, STAAR, Campus/District Plans, OnPoint, IStation, Response-To-Intervention, benchmarks, homefacts.com, campus/community needs/assets inventories, parent/teacher/student surveys and school board meeting agendas/minutes. Campuses targeted (Snyder Primary – PK -3, Snyder Intermediate-4-5, and Snyder Jr. High 6-8) for Tx21st CCLC Cycle 9 program are rated Improvement Required. Progress is gradually being made, thanks to Snyder ISD Tx21st CCLC Cycle 7 program initiatives working collaboratively with the regular school day. In the last five years, Snyder ISD has seen a number of campus/district administrator and teacher turnovers, Texas changed their state assessment from TAKS to STAAR. STAAR standards became more rigorous and SISD student demographics started changing, adding more student at-risk populations to the district. SISD has seen a slight increase in the following populations: ELL, Economically Disadvantaged, Hispanic, Special Ed and at-risk students. A wide achievement gap exists between these student sub groups and other counterparts. SISD intends to break the habit of low performance by implementing/expanding successful school restructuring processes through targeted and extensive before/after school, weekend and summer programs to a much larger group of students in need of services. SISD after school initiatives will be designed to close gaps between student subgroups and improve all structures that support student learning by combining all home, school and community resources, as allowed, to achieve student success. This will result in an ongoing, intentional comprehensive after school plan that is owned by all those involved and tailored to meet the unique needs of students and their families. Snyder ISD has identified after school reform strategies that are research-based and more targeted for students to meet the state's proficient or advanced levels of academic achievement.

**Priority Needs**

- Math and Reading 2014/2015 STAAR scores across all targeted grades 3-8 is persistently less than state passing standard, causing targeted schools and district to be rated as Improvement Required.
- 2014-2015 PEIMS reports 28.4 % student disciplinary incidences, with bullying as a focus.
- Current weekly average daily attendance across the district is less than 95% state rate.
- Surveys indicate more than 50% of the parents feel disconnected from the school.

**Priority Resources**

- Provide a safe and easily accessible afterschool program at each campus targeted for Tx21s CCLC Cycle 9
- Combine the most of Federal, State and local funds, along with home, school and community resources to provide and expand quality before/after school, summer/weekend services to students and families in need of services and ensure that program hours meet the needs of working families.
- Offer evidenced based academic/enrichment curricula that is provided by highly qualified teachers.
- Provide high-quality and evidence based professional development aligned with SISD academic requirements.
- Connect schoolwide programs, Title I, Migrant Ed, Special Ed, McKinney Vento, PTO, and ACE to target students most in need and build strategies that increase student academic success and parent involvement.

**Desired Results**

- 100% of targeted sites will change TEA accountability "Improvement Required" rating to "Met Standards" or higher.
- 65% or more of targeted students will pass the reading and math state assessment.
- Average daily student attendance will be at or above state average of 95%.
- Decrease student discipline referrals by 15%.
- Increase parent involvement by 50%.
- Meet or exceed Tx21st CCLC Cycle 9 student and parent participant goals.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>Improve Academics</b> Snyder ISD is rated as "Improvement Required" by TEA state and federal accountability standards. STAAR results indicate students, grades 3-8 are failing in the areas of Math and Reading.	Implement a broad before/after school/weekend program with a set of clear goals for content area instructional support in reading, math, science, social studies, arts, and technology using research-based curriculum and teaching strategies to meet state standards.
2.	<b>Improve Attendance Rates</b> Current weekly average attendance range from 85 – 93% (below the state average of 95%)	<ul style="list-style-type: none"> <li>Educate families and students via workshops and trainings on the importance of school attendance.</li> <li>Support school outreach and efforts to identify and overcome barriers to good attendance.</li> <li>Reach out (phone calls, letters, emails, home visits) to chronically absent students and their families to identify and address barriers to attendance.</li> <li>Work with teachers to help chronically absent students make up for material they missed while they were absent (homework help before/after school)</li> <li>Partner with schools to establish a system of incentives for good attendance and help them garner support from business partners.</li> </ul>
3.	<b>Improve Behavior</b> 2014-2015 PEIMS/Onpoint data indicates 28.38% of reported disciplinary incidences, with bullying being a major concern.	Provide a high quality and motivational before/ after school & weekend program and community family resource center where students, families, and community members have an opportunity to access and utilize a variety of educational, health and social services (Communities In Schools) designed to help them maximize their potential.
4.	<b>Improve Promotion and Graduation rates</b> PEIMS indicates 3.3% annual dropout rate.	<ul style="list-style-type: none"> <li>Work collaboratively with regular school day staff to implement early intervention strategies to identify at-risk students.</li> <li>Provide interventions for students by building a culture of success using multiple sources of relevant data that report academic and other factors that lead to the understanding of students' success and failure.</li> </ul>
5.	<b>Improve Parent Involvement (more than 50% of surveyed parents feel disconnected with the school)</b>	<ul style="list-style-type: none"> <li>Create a full service Family Literacy Resource Center that is open before/during/after school.</li> <li>Provide quality services of sufficient length/time to ensure the participation of working families.</li> </ul>

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**Schedule #14—Management Plan**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's in education/related field; strong organization/time management skills; experience in educational and/or social work setting; supervisory experience; experience in fiscal/budget management, data reporting/management information systems; demonstrated competence in program development, marketing, implementation, and evaluation.
2.	Site Coordinator(s)	Bachelor's in education/related field or demonstrated relevant equivalent experience; Strong communication, organization/time management skills; computer proficiency; able to work with high risk children/ families, Experience in staff supervision, Knowledge of community resources.
3.	Family Engagement Specialist	Associates or experience in education/ related field; Strong communication/interpersonal skills; familiar with community support agencies; adaptable to meet the needs of families in the program; Preferred - Ability to communicate in native language of program recipients.
4.	Social Worker	Contract with Communities in Schools, Bachelor's in Psychology, Social Work, Sociology or related field or demonstrated relevant equivalent experience in such. Experience working with at-risk youth and families. Provides counseling/supportive guidance services to students families.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Enhance student academics to improve TEA IR status to Meets or exceeds rating.	1. Afterschool teachers/ support staff are assigned	08/01/2016	07/31/2017
		2. Student recruitment plan implemented	08/01/2016	07/31/2017
		3. Project Plans and Logic Models created/updated	08/01/2016	07/31/2017
		4. Using innovative instructional techniques (lesson plans)	08/01/2016	07/31/2017
		5. Providing training opportunities for staff (agendas)	08/01/2016	07/31/2017
2.	Increase overall student attendance for all student groups. Meet or exceed 95% state attendance rate.	1. Intervention strategies via parent manual	08/01/2016	07/31/2017
		2. Incentives for students who meet attendance rate	08/01/2016	07/31/2017
		3. Record keeping via attendance rosters on file	08/01/2016	07/31/2017
		4. Communication log with teachers and parents	08/01/2016	07/31/2017
		5. Afterschool skill reinforcement activities	08/01/2016	07/31/2017
3.	Reduce the number of SISD student discipline incidents by 15% .	1. Culture is structured for student success	08/01/2016	07/31/2017
		2. Adult advocates assigned based on student need	08/01/2016	07/31/2017
		3. Personal coping skills and strategies in curriculum	08/01/2016	07/31/2017
		4. Discipline policy in English/Spanish in place	08/01/2016	07/31/2017
		5. Community resource handbook	08/01/2016	07/31/2017
4.	Increase Promotion and Graduation rates by closing the gap between subgroups.	1. Student portfolios	08/01/2016	07/31/2017
		2. Assess students to define need and improve services	08/01/2016	07/31/2017
		3. Tutorials are part of program schedule	08/01/2016	07/31/2017
		4. Student/teacher workshops and trainings	08/01/2016	07/31/2017
		5. Graduation plans	08/01/2016	07/31/2017
5.	Increase Parent Involvement by 50%	1. Adult Ed (GED, ESL and other) sign in sheets	08/01/2016	07/31/2017
		2. Family Night schedule posted	08/01/2016	07/31/2017
		3. Family Resource Center established	08/01/2016	07/31/2017
		4. Specialty workshops agendas/sign-in sheets	08/01/2016	07/31/2017
		5. Increased communication evident on website	08/01/2016	07/31/2017

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Monitoring the attainment of goals and objectives:** One of the critical factors for project success is having a well-developed project plan. Snyder ISD creates an annual district Tx21st CCLC project plan and logic model, and each site creates their own plans to ensure actual outcomes of program activities are congruent with the stated goals and objectives of Tx21st CCLC Cycle 9, Year 1 grant. Project Plans reflect campus/district improvement plans and address processes, strategies and timelines for data collection and program management and oversight. The plans include program schedules for each term, organizational chart with qualifications, key staff responsible for delivering activities, staff development and schedule, budgeting, data collection and management. The project plans pave the way for Snyder ISD to ensure the attainment of goals and objectives and is updated as needed. Also, Snyder ISD afterschool programs use logic models with explicit and visual statements of all program goals, objectives and activities offered at each site. Logic Models serve as a goal attainment scale to ensure that goals and objectives are being met in all priority needs. Logic Models identify the broad goal with a range of desirable outcomes. Each logic model has a purpose/mission focused on enhancing programs being offered to meet specific student/parent needs. The logic model lists available resources and implementation strategies in place along with desired participant outcomes. Reviews and adjustments are an ongoing process for increased student academic achievement. The external evaluator, school day and program staff continuously review Tx21st data, student grades, attendance, behavior incidences STAAR data, parent/teacher/student surveys to ensure progress toward goals/objectives.

**How changes are communicated:** Weekly ACE Team meetings with agendas covering all aspects of program implementation have proven successful. ACE staff takes part in regular school day professional learning communities (PLC's) and campus improvement plan committees to connect student needs to afterschool resources. Frequent communications (monthly program newsletters, district webpage/Facebook page, event flyers/letters/emails, phone calls, visits) are maintained with district/campus administrators, business office, human resources, school day staff, ACE staff, parents, students and the community. This warrants the involvement of all stakeholders in monitoring program initiatives.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Already, the Snyder ISD School Board of Trustees is meeting to create sustainability efforts for various programs in the district. An after school sustainability plan is on the board's agenda for April 2016. The after school program sustainability plan will involve a collaboration of local, regional, state and other resources for the sustainability of the program after the grant period. Further, the district will pursue many local resources (materials, volunteers, local junior college, and various organizations and businesses) to the extent possible to further educational opportunities for targeted students and family literacy services. Sustainability plans for the program will align a community education model for services with the district's so that resources and staff might be shared for future programming. The SISD 21<sup>st</sup> CCLC program will work in collaboration with various school programs- Title I, Migrant Ed, McKinney Vento, Special Programs, Regular School Day Program, School Libraries and Technology Department to provide services to students and their families as needed. Vital to this assessment will be an inventory of programs in the community, the strengths of these programs, and an estimate of the unmet need for services. The involvement of an already created after school Community Task Force (CTF) will be vital in creating sustainability efforts for after school program initiatives. CTF will assist with the mapping of community resources, research for additional funding sources and advocate for additional funding resources. As recommended in the Prime Blueprint for Texas ACE, Snyder ISD will connect with the many valuable human and financial resources in our community to engage partners in strategic and long lasting ways to create an enduring program.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Data Collections (quantitative and qualitative)	1.	Tx21st goals met (# participants and activities, days/hours/weeks offered,)
		2.	STAAR scores, six week grades, attendance,
		3.	Completed project plans and logic models
2.	Formative/Summative process data	1.	Walk throughs (fidelity of implementation), pre/post tests (show progress)
		2.	Program schedules, Evidenced based practices (lesson/unit plans)
		3.	Improved STAAR scores, grades, behavior and attendance, decreased dropout rate, increased graduation rate, increased parent involvement
3.	Surveys and focus groups (students, parents, teachers, partnerships)	1.	90% or more students/parents surveyed rate program as satisfactory – excellent.
		2.	Activities reflect parent and student voice/choice
		3.	96% or more teachers agree program helped students improve their academic performance.
4.	Site Observations/Team meetings	1.	100% student engagement is evident.
		2.	100% teachers are actively engaged with students.
		3.	Lesson plans align with TEKS.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Evaluation Process:** Snyder ISD intends to work with the same evaluator contracted during Tx21st CCLC Cycles 4 and 7. If for some unforeseen reason she is unable to, SISD will contract with an external evaluator with experience in Tx21st CCLC programs. SISD afterschool community task force will also serve as the program evaluation team to include grant staff, campus/district administrators, school day teachers, parents, students, community stakeholders and external evaluator. The team will create an evaluation plan that is purposeful, systematic, and is a careful collection and analysis of information used for the purpose of documenting the effectiveness and impact of program activities and number of students served. The evaluation plan will establish accountability measures and will identify areas needing change and improvement to ensure the attainment of grant goals and objectives. Team members will collect data, as stated in chart 1 above, and will include information from PEIMS, AEIS, Onpoint, STAAR, survey feedback, attendance records Tx21st data, grades and much more. The team will meet and review and analyze data, which in turn will help determine if the program is carrying out activities and services as intended. If data does not meet expectations, the information gathered will be used to determine necessary steps to address issues. Alternatively, if results from the data correspond with the program's vision, the data will help SISD afterschool see if those activities and services are helping to accomplish grant goals/objectives, and if adjustments can be made to better meet the needs of the program participants.

**Refine, Improve and Strengthen Program:** Communicating regularly with the evaluation team and other school day staff, while sharing attendance and academic performance results will help build and maintain a positive relationship with the regular school day. Evaluation team meetings will consist of program updates on areas of need, promising practices and professional development options. Weekly ACE team meetings will consist of updates and reviews on program implementation, scheduling, attendance and student voice/choice from each site.

**Reporting Findings:** Snyder ISD ensures that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting. The public will be notified of findings via district website, program newsletters and the local newspaper.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Afterschool activities will vary widely and will be supplemental in nature depending on factors including age, background, and the community of participating youth. Activities will adapt to individual and small group needs. Furthermore, programming will be as engaging as possible, incorporating hands-on activities and connecting with students' interests and experiences. Activities will be supplemental to learning opportunities of the regular school day. In supplementing the activities of the regular school day, students will be involved in a variety of other experiences that serve to further enhance the variegated curriculum. Activities to be funded include, but are not limited to:

- Academics: project based learning in core subject areas, evidence based pedagogy in all core subjects
- Enrichment: Contract with Communities in Schools to provide social services to students in need, adopt a STEA<sup>2</sup>M (Science, Technology, Engineering, Arts, Agriculture, Math) program using resources from Stemfinity and other sources). Contract with Jr. Achievers for student entrepreneurial skills.
- Community Service Projects: Work in collaboration with the City of Snyder in beautification projects, including recycling, gardening, cleanup, landscaping and other areas needing an aesthetic facelift throughout the community.
- Physical Activity and Nutrition: Contract with local CrossFit program, adopt scientific research based curricula that enforces the value of health and nutrition (Mindworks and Beyond School Hours Conference highlighted programs), district food service provider will offer snacks to all participating students on days of program operation.
- College and Career: Contract with Jr. Achievers, Abilene to provide entrepreneurial programs.
- Family Engagement: Establish a Family Resource Center equipped with a computer lab, classrooms for adult ed, parent ed and parent/child engagement activities. Work in collaboration with district programs (Title 1, Migrant Ed, McKinney Vento, Special Ed and PTO's).
- Staff Development: align professional development initiatives to campus and district strategic plans to assist students in passing STAAR tests in all core subjects. Participate in Westat and TEA required and recommended trainings/conferences

**Transportation:** There will be no feeder schools besides the targeted centers. All participating students will remain at their campus during before and after school hours. To eliminate the student barriers to participation in the area of transportation, Snyder ISD will provide transportation from the center to the home, on a per need basis, via a school SUV or bus depending on number of students needing services.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Snyder ISD will use the Texas ACE logo in all outreach materials, including brochures, letters and schedules and will comply with TEA's branding guidelines. Snyder ISD will create a program brochure in English/Spanish. Brochures will list each site with addresses and contact information. Also, in the brochure will be the program schedule for each site, including days and hours of operation. Brochures will be placed at each school and the district administration building. Brochures will also be placed in different locations in the community. Special announcements, monthly program newsletter and other program events will be posted on the district website and Facebook page, the local newspaper and radio.

Snyder ISD has given notice to the community of our intent to submit the Tx21st CCLC Cycle 9 Year 1 application at the school board meeting on February 2016. This information was published in the local newspaper. In addition, upon submission of the grant application, a notice will be placed in the Snyder newspaper that the application and any waiver request will be available for public review at the Snyder ISD administration building.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All proposed activities in the Snyder ISD Tx21st CCLC Cycle 9 grant will be tied to the TEKS (Texas Essential Knowledge Skills) to the extent possible and will supplement initiatives from the regular school day curriculum. Working together with campus and district strategic plans to surpass the schools' "Improvement Required" status will ensure that everyone (regular school day and after school program staff) is working together toward the common goal of student academic success. Those plans include adopting credible scientific research based methodologies that will ensure positive outcomes of program participants who attend program initiatives on a regular basis. Achievement of best practices is a process of continuous improvement and will include methods such as project based learning (PBL) practices in all core subjects. Studies have proven that when implemented well, PBL can increase retention of content and improve students' attitudes towards learning (George Lucas Educational Foundation). Snyder ISD will also adopt research based pedagogy using curricula along with staff development/training from some of the best after school and other educational state and national conference exhibitors who offer innovative products and services in all core subjects, the arts, health and nutrition, community service projects, STEA<sup>2</sup>M, college/career, sports, character education and parent engagement. After school activities will provide a sense of success to students who may not otherwise be successful in the regular classroom. For Snyder children who live in poverty, often those who attend after school program activities are relieved of pressures such as living situations or a lack of after-school snacks. Snyder ISD will provide a safe and structured supervised after school program offered by highly qualified teachers and staff who will support participating students' physical, academic, social and behavioral development. Snyder ISD intends to provide an evidenced based quality before/after and summer school program that ensures the following benefits: better grades, social skills, greater motivation, improved classroom behavior, higher self-esteem, lower rates of criminal activity and increased family engagement. Snyder ISD ACE will give children and youth the opportunity to build positive peer and adult relationships through better school and community connectedness.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Careful consideration has been given when designing a project that maximizes the district's available resources in the most cost effective manner. To maximize the project's support, grant resources are being coordinated with the district's budget, Title I, Migrant Ed, McKinney Vento, Special Ed, PTO's and various after school program initiatives currently being supported by the district and other community programs. School programs will assist with the coordination of after school student academic, enrichment, college and career and parental activities. All grant, fiscal and records management processes will be coordinated with the business office. A major strength of this project is that it will build upon the district's strong prior grant collaborations and appropriate experience and promise of success in providing educational and related activities and the sharing of facilities and technology, fiscal operations, and technical assistance supporting the mentoring, enrichment services and training. This support will continue with the ongoing meetings between project management team and campus leaders and teachers. The program has the potential for being cost effective in three ways, it will: 1) ensure a model after school program; 2) provide a cost-effective, coordinated and integrated before and after school plan; and 3) increase the leadership and vision to a larger number of stakeholders with a commitment to strongly support afterschool programming.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Snyder ISD's Afterschool Program activities will meet the measures of effectiveness by:

- basing program activities on a thorough student, family and community needs assessment in regards to before/after school and summer programming
- identifying program activities based on clearly written campus/district/Tx21st CCLC Cycle 9, Year 1 grant goals and objectives
- selecting comprehensive programs, strategies, and activities that are based on scientifically based, effective prevention models that ensure student success
- including meaningful/ ongoing consultation with and input from campus/district administrators, teachers, parents, students and community in the development of the application and administration of the program
- completing systematic evaluations, per TEA guidelines, to determine if program is meeting the identified needs

Snyder ISD has embarked on a strategic planning process to help support students, parents and educators by identifying potential priority initiatives to improve academic achievement and attainment over the next three years of the Texas 21st Century Community Learning Centers, Cycle 9. While collecting and analyzing information that will serve as the foundation for afterschool initiatives, Snyder ISD will incorporate such data to develop its strategic plan. Throughout this process, Snyder ISD will diagnose the need for afterschool programming, examine best practices, develop potential strategic initiatives, determine potential priorities, and lay out an implementation timeline. The Snyder ISD Afterschool Program will develop accelerated learning environments and empower learners through academic rigor and inquiry-based instruction. The Snyder ISD Afterschool Program will adopt project-based supplemental curricula series for PK – 8 grade students that provide hands-on projects that address math, science, reading, social studies, technology and engineering and that all align with state standards and the district's school day curricula. Adopted systems will utilize a broad range of sophisticated manipulatives, software, and hardware to support and enhance learning objectives. The curricula will be unique in its use of tools to engage students in key Science, Math, Reading Social Studies, Technology and Engineering concepts. Snyder ISD will implement bold and dramatic changes that drastically increase student learning, stimulating innovation and change by creating high-performance measures for students and staff. The Snyder ISD Afterschool Program will design solutions to current and emerging problems. Strategies include:

- Identify student achievement gaps
- Monitor the progress and impact of improvement initiatives
- Identify opportunities to use resources more efficiently and strategically
- Assess the long-term value of program investments
- Enhance planning and forecasting
- Promote family/parent engagement activities

Through use of the proposed learning systems, students will complete physical, tangible projects, the outcomes of which are relevant to the real-world setting. Unlike many computer-based or Internet-delivered programs, these learning systems will compel students to turn away from the computer and build models, design experiments, and solve problems in a challenging, fun atmosphere. All key stakeholders agree that the program should pursue activities that are objective, field tested and show evidence of best practices through solid theoretical research. Program goals, objectives, strategies and activities will undergo periodic evaluation to assess its progress toward meeting participant needs. The results shall be used to refine and strengthen performance measures and Tx21st CCLC Cycle 9 goals and objectives. Activities will be aimed at meeting TEA's Critical Success Factors and Milestones.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☒ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

**Partnerships:** Snyder ISD intends to maximize, to the extent possible, as many human and financial resources to ensure the successful implementation of a Tx21st CCLC Cycle 9 program. Creativity will come into play, given Snyder's economic situation. However, the Snyder community has proven over and over the significance of a collaborative effort. Snyder ISD and the Snyder community will combine available resources in the most cost effective manner. To strengthen the project's support, grant resources are being coordinated with Snyder ISD programs and other resources. Snyder ISD will participate with other community organizations in an annual community resource fair. The purpose of the fair is to connect area resources with home, school and community needs. This initiative will assist Snyder ISD in building a valuable resource base to build capacity for long-term sustainability. In carrying out the proposed program, successful partnerships have already been formed through Tx21st CCLC Cycle 7 and will continue as follows:

- Gateway Community Services will provide character education
- Western Texas College will offer GED services
- Scurry County 4-H will provide student enrichment activities and grant funding resources
- City of Snyder community beautification projects
- Scurry County Boys/Girls Club will host intramural sports
- Outreach Health Services will provide parent workshops/trainings
- Civic organizations will provide resources for special needs of students (clothing, glasses, shoes and school supplies.
- Snyder ISD will provide use of space and equipment
- Numerous community organizations hosting Lights On Afterschool
- Communities In Schools/Abilene – student and family social services
- Community Task Force: assist with program awareness, evaluating program effectiveness and sustainability.

**Priority Points:** Snyder ISD will not be applying jointly, with another organization, in the submission of this grant, but will work collaboratively with various organizations in the community to ensure an array of available resources to participating students and their families. The closest organization within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant is approximately an hour and a half from Snyder. The organizations Snyder ISD partners with in the area of after school programming do not have the capacity of space and qualified staff to operate a high quality beyond school hours program. Due to the district's IR (Improvement Required) rating, Snyder ISD needs to specifically target our own PK-8 grade student population and their families.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Summary of Available Resources:** It is difficult for Snyder ISD alone, to piece together enough funding and resources to meet the vast need for afterschool programs at each of our targeted schools. Snyder ISD, in collaboration with other community resources will expand current afterschool program initiatives that will provide students and their families with unique opportunities to get the exposure, experiences and support they need to achieve success. A campus needs assessment has been conducted for each campus that will participate as a community learning center during the Tx21st CCLC Cycle 9 grant program. Campus needs assessments will align with the needs of the Campus Improvement Plan (CIP). The campus needs assessment will be updated annually during the continuation application process. Snyder ISD invited individuals from every sector in the school and community, with diverse talents, to the ACE round table. These individuals contributed to the creation of the Snyder ISD Texas 21st CCLC, Cycle 9, Year 1 needs assessment. The concern is genuine and the need depicts the anxiety of our small West Texas town for the expansion of a comprehensive afterschool and family literacy program. The goal of the needs assessment is to identify gaps and strengthen our resources to meet the needs of targeted students and their families. An extensive needs assessment was produced through data from the U.S. Census, local law enforcement, Tx. Workforce, district and campus data, individual interviews, district and campus meetings, parent and student surveys, home visits, school day staff, focus groups and various community meetings. Dozens of organizations (Community Task Force - CTF) from the city, county, school, junior college, civic clubs and other various organizations have come together to determine the needs of families in our community and the resources that are readily available. The results have been used to custom build an afterschool program that sets clear directives for each campus/center site. The CTF will meet, as a group, on a quarterly basis, or as the need arises. The needs assessment will guide the district in implementing and managing a quality program and resourcing additional talents from various individuals and organizations in the community.

**Addressing Identified Needs:** When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve. Solutions for meeting student and family needs are multidimensional through the collaboration of the home, school and community. Snyder ISD will work with a multi-faceted group of supporters to ensure student and family needs are met as follows:

- **Improve Academics:** Recruit volunteer tutors (college students, retired teacher organizations) to support hired staff in working with students one-on-one or small groups; collaborate with the business community to provide student incentives for academic gains, collaborate with area restaurants to provide snacks for special student and parent initiatives, collaborate with in district programs (Special Ed, Migrant Ed, McKinney Vento, Title I, Gifted and Talented, regular ed and others) to ensure students are being served in all areas of need.
- **Improve Behavior:** collaborate with local organizations (police department, fire department, Lions Club, Kiwanis and church leaders) to provide awareness sessions on the effects of good behavior. Partner with organizations to provide character ed programs and provide incentives for good behavior.
- **Improve Promotion and Graduation Rates:** Work with Communities In Schools/Abilene to provide social service initiatives. Provide mentoring programs and connect students with volunteers from the community to address specific needs of the students. Partner with area industries to allow students opportunities for job shadowing skills for service learning projects and other opportunities for college/career options.
- **Improve Parental Involvement:** create parent/teacher partnerships, partner with PTO's and adult ed providers to ensure family needs are being met. Create a family resource center with support from the community and in-district programs to provide programs within the family resource center. Host family nights and special program workshops in collaboration with Title I, Migrant Ed, Special Programs and other in-district initiatives to promote parent involvement.

Supporting teaching and learning requires addressing students' social service needs, as well as their academic ones. This broad-based support is essential to closing achievement gaps. The positive impact of connecting community resources with student needs is well documented and will be refined over the life of the grant program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Snyder ISD has successfully implemented Tx21st CCLC Cycle 7 initiatives and exceeded student and parent participation goals. External evaluation reports indicate that students involved on a regular basis exceeded non-regular students in most areas and have a higher rate of regular parent involvement. Due to support from after school program initiatives, students are steadily progressing to pull the district out of Improvement Required status. The Snyder ISD Afterschool Program will adopt project-based supplemental curricula series for PK – 8 grade students that provides hands-on projects that address math, science, reading, social studies, technology and engineering that all align with state standards and the local curricula. In addition, instructional strategies will address English Language proficiency standards and college and career readiness standards. Each curricula choice will be aligned with one or more state and local academic achievement standards, and will provide educational resources that promote and develop student content knowledge by addressing numerous subject areas. Adopted systems will utilize a broad range of sophisticated manipulatives, software, and hardware to support and enhance learning objectives. Through use of the proposed learning systems, students will complete physical, tangible projects, the outcomes of which are relevant to the real-world setting. Snyder ISD, in collaboration with school day programs and the community, will pursue activities that:

- Are Field tested and proven to improve the academic achievement of students
- Converge evidence for student academic success
- Are Objective
- Show evidence of best practices
- Have a solid theoretical or research foundation that is grounded in the scientific literature
- Have been shown through an experimental design that includes experimental and control groups created through random assignment or carefully matched comparison groups
- Have been demonstrated through research that clearly describes how, by whom, and on whom the research was conducted

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Snyder ISD ACE will develop a program for the utilization of retired-teacher volunteers/senior citizens, the format of which will be designed to provide enrichment experiences to assist elementary and middle school students in areas of need. With age and experience come a more realistic and balanced perspective, an increased sense of self and direction, and a more professional approach to ensuring high quality services to targeted areas of student and family needs. As a retired, senior volunteer, individuals have time and patience to use their experience and wisdom to help Snyder ISD students and their families. Some of the Snyder ISD after school projects will be particularly well suited for retired volunteers and will be given opportunities to use their talents in their skilled area or interest. College student volunteers will also be an important aspect of the Snyder ISD ACE volunteer program. Students will be recruited through the local junior college through collaborations with various professors who will award students with extra points for community service projects. College student volunteers will receive valuable experience and training which will benefit them in applying for other colleges/universities and jobs. Snyder ISD ACE will also directly connect with student government and student clubs to provide our students with service learning project opportunities. Other community professionals will be asked to share in their area of expertise depending on student and family needs. Some of these initiatives will include character education, drug and alcohol abuse, bullying, project based learning themes and others as needed. Community presentations will be made to various organizations to seek out volunteers. Volunteers will be able to apply online and will be screened through the district's Human Resource department. Screening of volunteers will include background checks and finger printing processes.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

**Preliminary Plan:** Snyder ISD already has stakeholders in place that support after school program initiatives. A plan for engaging stakeholders, including names and organizations, along with services to be provided by each will be a part of sustainability efforts, to the extent possible, after the grant funds end. SISD is in the process of creating and updating an after school program sustainability plan which, at this moment, includes a vision with results, strategic financing options, a list of broad-based community support resources and adaptability to changing conditions. The sustainability approaches described in the plan were developed with the help of an advisory panel that included parents, teachers, campus and district staff and community stakeholders. SISD will leverage local and other resources for the sustainability of the program. Sustainability plans for the program will align a community education model for services with the district's so that resources and staff might be shared for future programming. To ensure support from the district, the program director and site coordinators will participate on various school and district committees. After grant funding ends, additional resources for funding will be sought from other local, state and federal sources, and other foundations. The SISD 21<sup>st</sup> CCLC program will work in collaboration with various school programs, Title I, Special Programs, McKinney Vento, Migrant Ed, Regular School Day Program, School Libraries, Technology Department, etc.) to provide services to students and their families to the extent possible. Vital to this assessment will be an inventory of programs in the community, the strengths of these programs, and an estimate of the unmet need for services.

**Annual Timeline 2016-2017**

August 2016 : Demonstrate to the local school board and administrators the importance of the program

September : Make program users, families and lead staff aware of the program quality and funding fragility

October: Develop/measure expected outcomes and report them to students and their families, the school and community

November: Craft an evaluation system that showcases results

December: Form partnerships with local government (work directly with city and county officials) to gain support.

January 2017: Asset mapping (needs and resources in district and community)

February: Develop strong community collaborations (focus on services, not funds)

March: Have a developed group of volunteers (college students, senior citizens, retired teachers and others)

April: Continue to enhance relationships with stakeholders

May: Fundraising campaign (foundations and other grant sources)

June: If necessary, develop a participant fee schedule

July: Recognize all kinds of resources and invite all kinds of contributions

Voices from the home, school and community will add to our understanding about what actions and approaches have the most promise in sustaining funding for Snyder ISD after school programs. While there is no one definite answer for sustainability of after school programs, many programs in Texas, including the current Snyder ISD ACE Program give us some clear pathways on partnership building strategies and resources that can potentially lead to success.

**Priority Points:** A brief orientation of the Tx21st CCLC Cycle 9, Year 1 RFA was made to the Snyder ISD School Board of Trustees during their monthly meeting on February 11, 2016 with an announcement in the local newspaper following. All board members were present and signed a letter of support in regards to sustainability and all board members agreed to the submission of this grant. Individual letters are also included in the appendix.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Continuous Feedback and Involvement:** Snyder ISD is already working with an existing diverse body of an after school Community Task Force consisting of district and campus staff, parents, students, members from the city, county, junior college, chamber of commerce, health services, civic organizations, law enforcement, business leaders and private citizens. The CTF's functions are to: 1) be advisory in nature, 2) lend expertise and support to the program and its operations, 3) be involved and contribute to the knowledge and best practices in their areas of special interest, and 4) focus on projects or issues which apply to ACE and augment the program's operations through various community resources. Communication between the project director and CTF members will be ongoing throughout the life of the grant via emails, phone calls and person-to-person. Monthly newsletters will keep CTF members, parents, teachers, administrators and community informed on program initiatives. The newsletter will be posted on the district's website and Facebook page. Other ACE student and parent initiatives will also be posted on the district's Facebook page.

**Creating Program Awareness:** As recommended in the Prime Blueprint for Texas Ace, Snyder ISD will connect with the many valuable human and financial resources in our community to engage partners in strategic and long lasting ways to create an enduring program. Each member of the CTF will sign a contract of agreement to serve on the CTF for the duration of the grant period of three years. CTF members and others will be invited to program orientations and program visits to get a firsthand look at how students and parents are engaged in the program. ACE partners will display, at their site, a frame that depicts a proud supporter of the Snyder ISD ACE Program and keep program brochures in English/Spanish in their foyers/lobbies.

**Evaluating Program Effectiveness:** The CTF will meet on a quarterly basis, as a team, to identify home, school and community needs, evaluate program effectiveness and provide feedback for improvement with the assistance of the required external evaluator. CTF will be regularly involved in many aspects of the grant including the needs assessment, inventory and mapping process, project planning, identifying and securing partners who are all in the business of cultivating student success. Snyder ISD will document CTF work with meeting agendas, minutes, partner rosters, sign-in sheets, or other relevant documentation. The CTF will define task force role and products and reflect on the progress of the group and their contributions to meeting ACE goals and using these reflections to improve their work and the work of our program. Collaborators will be involved in an orientation describing the program's goal to get students from "Cradle to Career", or successful completion of the P – 16 (PK – College) pipeline. Collaborators will affirm the roadmap to success and will employ a standard of continued quality improvement. Our partnerships will help promote real world skills where everyone is a champion.

**Developing Annual Program and Sustainability Plans:** Sustainability goes beyond financial considerations. While it is essential, the building blocks of community partnerships are what create successful program implementation and sustainability. The Snyder community has proven over and over how teamwork can bring about many successes. One example, in the Fall 2015, more than thirty community organizations came together to celebrate the annual Lights On Afterschool event. Hundreds of students, parents and community members were in attendance to celebrate the importance of after school programs across our nation. Snyder ISD submitted documentation to the state's Epic Lights On Afterschool contest and took First Place of almost 200 submissions. Collaboration is key to many of our program's successes. Already, the present CTF team, along with campus/district administrators, school board, parents and community leaders are determining the resources needed to create a high quality annual program plan, including ideas on sustainability. The team is systematically developing a variety of financing strategies and funding sources to provide a diverse and stable base of resources over time for after school program initiatives.

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### Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Managing Various Grant Components:** Snyder ISD will have a dedicated full-time Project Director, a Family Engagement Specialist, a Site Coordinator at each center, contracted social worker and external evaluator with sufficient experience to successfully manage, coordinate, and oversee all grant activities as required in the Tx21st CCLC Cycle 9, Year 1 grant guidelines. Snyder ISD has successfully implemented and operated two cycles of the Tx21st CCLC grant funding and will, if awarded, operate a Cycle 9 program with great fidelity. Ongoing communications with campus/district administrators and school day staff will ensure that program activities are supplemental to the curriculum of the classroom and needs of the students.

**Adhering to Grant Requirements:** If awarded, Snyder ISD grant staff will each have a copy of the approved Tx21st CCLC Cycle 9, Year 1 grant and review all general fiscal guidelines, general provisions and assurances and program guidelines to ensure that program is delivered as proposed to meet targeted student and family needs. SISD will coordinate with TEA and its training, technical assistance, and monitoring providers in assessing and implementing program requirements and recommendations as necessary. Snyder ISD will use the Texas ACE logo in all outreach materials, including brochures, letters and schedules and will comply with TEA's branding guidelines.

**Providing High Quality Programming:** Tx21<sup>st</sup> CCLC Cycle 9 funds will be used to provide opportunities for Snyder ISD to enhance current after school initiatives that are evidenced based to improve student academic achievement. SISD is targeting three sites (Snyder Primary, Snyder Intermediate and Snyder Jr. High) identified as Improvement Required. Each targeted site will offer students a broad array of additional services, programs, and activities, such as youth development activities; drug and violence prevention programs; counseling programs; art, music, and recreation programs; STEA<sup>2</sup>M (Science, Technology, Engineering, Arts, Agriculture and Math) education programs; and character education programs all designed to reinforce and complement the regular academic program and align with campus and district strategic plans. Additionally, each site will offer families of participating students opportunities for literacy and related educational development. Student services will be provided before, during and after school day hours with the exception of parent activities which will also be held during the day. Each site will host at least a dozen afterschool student activities that are at least 45 minutes to an hour and a half in length and will provide anywhere from 15 – 20 hours of student services per week during the school year and 35 hours a week during the summer.

**Communication With Project Staff:** Snyder ISD ACE administrative team (project director, site facilitators, family engagement specialist and social worker) will meet once each week during the term of the grant program. The purpose of the team meetings will be to build supportive and enduring relationships with key program staff. Site facilitators will in turn host specific meetings with center staff at the onset of the program and periodically as needed. We have seen that positive relationships with school-day personnel, families, community members, and between and among program staff and students help our programs thrive. Building respectful relationships between the school-day and afterschool staff creates a foundation that allows staff to trust each other, plan together, share a common vision, and share responsibility for student success. Snyder ISD ACE will create links with school-day staff by asking them for input and help with fine-tuning afterschool academic activities and for their participation in joint planning meetings and curriculum teams. After school staff will rely on both informal and formal communication strategies to develop and strengthen relationships with school-day staff. Afterschool and school-day staff will engage in brief discussions and exchange notes and emails about a student's academic progress or behavior.

**Provision of Ongoing Staff Training and Support** will include the following: Weekly team meetings with after school administrative staff and site staff as needed, Professional development (project based learning, ELL and core subject strategies), collaboration with district professional development to ensure supporting local efforts that align with district/campus strategic plans, Other relevant trainings including required and approved TEA trainings and conferences and those recommended by the technical assistance provider (regional, state and national conferences).

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Snyder Primary

9 digit campus ID#	208902108	Distance to Fiscal Agent (Miles)	.25 (quarter mile)
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Grade Levels to be served (PK-12)	PK – 3
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**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	350
Number of Adults (parent/ legal guardians only) to be served:	100

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Snyder Intermediate

9 digit campus ID#	208902109	Distance to Fiscal Agent (Miles)	.25 (quarter mile)
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Grade Levels to be served (PK-12)	4 – 5
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**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	50

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 208902		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Center Number: 3</b>	<b>Center Name: Snyder Jr. High</b>		
<b>9 digit campus ID#</b>	208902041	<b>Distance to Fiscal Agent (Miles)</b>	1 mile
<b>Grade Levels to be served (PK-12)</b>	6-8		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			150
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			50
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
N/A			
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.			
<b>Center Number: 4</b>	<b>Center Name:</b>		
<b>9 digit campus ID#</b>		<b>Distance to Fiscal Agent (Miles)</b>	
<b>Grade Levels to be served (PK-12)</b>			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**TEA Program Requirement 3a: Center Operations, Program Coordination.** Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Operations Program Coordination**

Snyder ISD after school will work with schoolwide programs such as Title I, Migrant Ed, Special Ed, McKinney Vento and other programs in the identification and recruitment of students who fail to meet Texas proficiency standards. Team meetings with department heads of such programs will ensure that students who are a priority for service (PFS) under each of these programs are targeted for participation in the Snyder ISD Tx21st CCLC Cycle 9, Year 1 grant program, and are retained for the period of time needed for the student to show success. Project director and site facilitators will be in frequent communications with campus and district administrators and staff to design a plan on how the regular school day and after school program can work together to help the students meet state standards. Coordinated efforts between schoolwide programs and community resources will help maximize the impact of available funds. Collaborative efforts will not be duplicated from any of the aforementioned programs, but will be created to work in addition to current services of the regular school day.

Individual student plans will identify the academic and developmental needs of students targeted for after school programming. Student needs will be matched to after school resources with the best possible results for success. Parents will be trained in tactics to use at home to better prepare their student for school success. Staff will take part in staff development and training efforts that will help them identify the varying academic and developmental needs of students and what afterschool remedies will help students succeed and remain on track for graduation.

Project coordinator, site facilitators, family engagement specialist and social worker will build connections with team leaders in the various schoolwide programs which will result in successful implementation of after school program activities that tie to student individual needs. Measures taken by team members to identify difficulties on a timely basis will ensure that students are connected to effective after school strategies that will help them succeed academically and are fully prepared to pass the STAAR and have continued academic success in the classroom.

Project coordinator and site facilitators will each keep a copy of the approved Tx21st CCLC Cycle 9, Year 1 and continued grant applications and amendments and ensure fidelity of implementation by being involved in ongoing internal monitoring of their programs through walk throughs, data reviews, parent, student, teacher and stakeholder surveys. External evaluator will also play a major role in internal monitoring procedures. Together, with the external evaluator, project director/coordinator and site coordinators will work on various measurement tools that fully assess progress of both students and parents in the program. Program director/coordinator and site coordinators will ensure that data processes are adhered to based on TEA grant guideline requirements, including daily input into the Tx21st CCLC data system. Snyder ISD will work with other programs in the district and various community resources to leverage funds and resources for program sustainability. Also, Snyder ISD hopes to build credibility with foundations whose mission is to support after school program initiatives.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**TEA Program Requirement 3b:** Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Operations:** Snyder ISD intends to start program services for targeted students and families on August 29, 2016. The time period of August 1-26 will be used to recruit and train qualified program staff on program implementation and grant processes/requirements. Each Snyder ISD after school program site will operate for a minimum of 37 weeks per year (including summer), 4-5 days per week, Monday – Friday for the fall and spring term, for a minimum of 12 hours and no more than 20 hours per week for student initiatives. Summer Program will operate Monday-Friday from 8 a.m. – 3 p.m. for a minimum of 6 weeks. Centers will operate on Saturdays, as needed, to make up any missed program hours, days or weeks due to early releases or other unforeseen events. Based on current needs, Snyder ISD is targeting 600 students attending on a regular basis (45 days or more). Each center will provide a schedule of activities for students and adult family member participants and will be included in the center project plans. **Staffing:** A full-time project director/coordinator, with successful after school management experience, will oversee all day-to-day operations of the proposed program, including development, implementation, management and evaluation. Snyder ISD hopes to pay ten percent of the project director's/coordinator's salary for grant writing purposes. Full-Time Site Coordinators will oversee the planning, implementation, management and evaluation of the Snyder ISD Texas ACE Program at each of the assigned centers and will be responsible for the collection and entry of Tx21st CCLC data. Fulltime Family Engagement Specialist will encourage family/parental involvement in the school and provide ongoing educational programs to immediate family members, parents/legal guardians of students enrolled in the program. The contracted social worker will meet student social service needs. Activities will be supervised by qualified individuals (mostly certified teachers) and ensure the appropriate supervising adult to student ratios (22 to 1) are met. **Schedule:** Fall/Spring-All sites will offer a Monday – Friday 7-8 a.m. session for students who need to come in early for various reasons (homework help, tutoring, mentoring or to meet working family needs). Afterschool program hours will be held from 3:30 – 6:00 p.m. for all sites. Summer hours will be scheduled for six weeks Monday – Friday from 8 a.m. – 3 p.m. Family engagement activities will take place before, during and after school to accommodate working family needs. Activities will connect to TEKS as possible, and will supplement the regular school day curriculum. Pre/post tests will ensure staff's knowledge of student progress. Site coordinators will have access to student six week grades, benchmarks and STAAR results to ensure that intentional program planning is in place to meet individual needs of students. **Training:** All grant key staff will attend TEA and technical assistance provider required training events, conferences, workshops, and meetings. Snyder ISD has budgeted for all local, state and national conferences as required in the RFA (request for proposal), including the annual state conference and mandatory project director workshops.

**TEA Program Requirement 3c:** Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Operations, Safety:** The Snyder ISD after school program will adopt all safety procedure measures as set forth by district policy. This policy includes steps to take in emergency situations, including medical, weather alerts, fire and other emergencies. All after school staff will take required SISD online safety courses and training. In addition, after school program staff will participate in several orientations on grant procedures including staff and student sign in/out methods. Any parent/guardian who intends to pick up their child before the end of the regular scheduled time, will have to sign out his/her child on a sheet in the after school program office. All entrances to the site will be locked from the outside. Parents will have to go through a check in process before being allowed to enter the site. Each site will have on file an approved safety policy and comply with the ACE safety self-assessment process annually or as requested by TEA. When enrolling a student in the program, parents/guardians will fill out a program application giving their consent for child to participate in after school program. The application will document primary and secondary contact information. Parents will be given a parent handbook that addresses an emergency readiness plan and follow-up documentation.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**TEA Program Requirement 4a: Activity Planning, Alignment and Quality.** Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Planning:** All proposed activities for the Snyder ISD Tx21st Cycle 9, Year 1 grant program will be based upon the needs of the campus and in conjunction with the Texas ACE Four-Component Activity Guide. Activities will be balanced by offering activities, at each site, from each category (Academics, Enrichment, Family Engagement and College and Career Readiness) during each term (Fall, Spring and Summer) of the grant cycle. Activities will align to the school day curriculum and academic-related activities will align with TEKS whenever possible. Small group instruction will be designed to provide intervention and accelerated learning for students at risk of academic failure.

**Alignment with School Day:** Snyder ISD afterschool will complement and coordinate, but not replicate, the curriculum of the regular school day. It is anticipated that more than 90% of the after school day staff will also be regular school day teachers and para-professionals. Therefore, afterschool activities will be supervised by highly qualified individuals who are knowledgeable with both the regular school day and after school program curriculum, and will be able to align their content with that offered during regular school hours. This will ensure student participants have ample opportunity to reinforce and practice the skills they need to succeed. Aligning with the school day curriculum will support student learning and attack the achievement gap by offering additional supports to struggling students that complement and reinforce learning that takes place in the classroom in new and exciting ways. By sharing both learning space and materials, such as textbooks and equipment, with the regular school day, the afterschool program will better link the fun enrichment activities occurring once the school day ends with math, science, reading and social skills taught in the classroom. As Snyder ISD afterschool programs help keep children engaged in school, the regular school day will aid in recruiting new participants. Holding the afterschool program inside an actual school will provide a direct link for children to participate and will eliminate barriers such as transportation and time gaps between learning. The strongest factor in creating a linkage with the school day and ensuring positive outcomes for students will be the principals, superintendent and other school leaders who will aid by helping to leverage local resources, assisting in alignment with school standards, offering access to student records and grades.

**Quality:** Several aspects of the afterschool program will provide advantages for students that are more difficult to offer during the regular school day. Those include, flexible schedules, providing the time and space to offer in-depth learning projects, low student-to-instructor ratios, more flexibility for field trips and learning outside the classroom, informal learning environments that encourage active participation, greater access to parents because programs will extend into the early evening, a diverse group of workers who can connect with youth in new and meaningful ways, community partners that can address specific needs of children and fill gaps in enrichment instead of filling their out-of-school hours with idleness and risky behaviors. Through afterschool and summer learning opportunities students can continue to expand upon the knowledge gained at school in innovative ways.

**Evidenced Based Practices:** Snyder ISD After school will implement best practices that have proven successful in promoting young students' academic, personal and social development in after school program settings. Those include, but are not limited to: My Texas ACE, Texas ACE Blueprint, Westat trainings, TEA trainings, Expanded Learning and Afterschool Council and many others. SISD Afterschool will model sequencing, active forms of learning, specific skill development and explicit in defining new skills. Following this model results in significant improvements in self perceptions, school bonding and positive behaviors, significant reductions in conduct problems and drug use and significant increases in achievement test scores, grades and school attendance ([www.expandinglearning.org](http://www.expandinglearning.org)).

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**TEA Program Requirement 4b:** Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Activity Planning:** Snyder ISD afterschool staff will use the Texas ACE activity/unit and lesson plan format found in the PRIME Blueprint for Texas ACE when planning afterschool activities. Also, each center will implement activities from across the recommended four components: 1) Academic Assistance, 2) Enrichment, 3) Family Engagement and 4) College and Workforce Readiness. Activities will focus on areas of student and parent needs as reflected on campus and district improvement plans and community needs assessment. Activities will be aligned to the TEKS and evaluated on an ongoing basis through afterschool staff team meetings to ensure the attainment of program goals and objectives. All campus administrators have signed a memorandum of understanding dedicating the use of space and equipment to adequately implement afterschool program services to targeted populations. Snyder ISD after school will ensure the appropriate supervising adult to student ratios (22 to 1) are met.

**Meeting Student Needs:** A significant factor in the Snyder ISD Tx21st CCLC Cycle 9 grant program will be to consider student needs and interests and to connect those students with their learning styles and interests. The diversity of academic proficiency and learning needs of our students include: non mastery of state assessment in core subjects, struggles in language development, reading below grade level, behavioral issues and others. SISD will create an afterschool program with an approach that supports the success of participating students given the different achievement levels, developmental levels, and learning needs. All students have a crucial need to be in a safe, secure environment and to have acceptance by peers and staff. SISD will create a quality afterschool program that provides a safe and friendly environment, as well as activities to facilitate healthy physical, mental, social, and emotional development.

#### **Adapting Instruction to Academic and Developmental Student Needs**

For many students, who are at-risk of failure or dropping out of school, the key to academic success lies in having appropriate adaptations, accommodations, and modifications made to academic instruction and other after school program activities. Snyder ISD after school will use various aids to augment the instruction of the regular school day, including making adaptations, accommodations, and modifications as needed, based upon student needs and their personal learning styles and interests. In dealing with the range of diverse student learning abilities, respectful of student's cultural and ethnic background, and the inherent difficulty of content of the regular school day, program staff will work with students as follows:

- **Setting:** Provide individualized or small group instruction (academic and enrichment) that will provide enough assistance to insure that students will succeed in the core subject learning of the regular school day. Small group strategies will insure active student participation. Additionally, such strategies will enhance students' social development. Small groups will focus instruction on the learner, not on the subject. Small groups will also permit all students an opportunity to participate in the learning process and a commitment to learning will be enhanced because students will have a shared responsibility as they cooperatively learn the task under consideration.
- **Scheduling:** Afterschool program activities will be at least 45 minutes long, but no longer than 1.5 hours. Break activities into smaller parts through the use of various learning centers,
- **Materials** will be physically altered, as needed, to make them more sensitive to learning needs.
- **Instruction:** Adjust lessons until objectives are learned; use student peer tutors.
- **Student Engagement:** Activities and assignments are fully appropriate to instructional outcomes.

Working collaboratively with regular school day teachers (including Special Education) and campus administrators will help explore key elements, including student data, to ensure an optimal afterschool learning environment. By gathering information, from the regular school day, afterschool staff will have the facts necessary to identify and address targeted student needs. Training staff on various student learning preferences and needs will provide helpful frameworks for understanding and finding strengths in all participating students.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 208902	Amendment # (for amendments only):
<p><b>TEA Program Requirement 5a:</b> Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p><b>Role of Family Engagement Specialist:</b> The Family Engagement Specialist (FES) will act as an advocate for parents to participate and be a part of their child's education and will serve as a liaison between the home, school and community and will be able to relate to the difficulties and challenges that parents are facing. The FES will be a critical link to the families and will help build relationships between the home and school. By providing families with the resources and support that are facilitated by utilizing a FES, families will feel better connected to the school and build a trusting relationship. The FES will also help family members become more comfortable in their children's school environment by encouraging their engagement and increasing their self-efficacy. The FES will oversee the Family Resource Center and ensure that family engagement activities are ongoing, including GED, ESL, parent ed/skills, technology, interactive literacy activities (parent/child enrichment) and other specialty workshops (parent voice and choice). The FES will work closely with the project director and site coordinators to facilitate monthly family nights and special events to encourage families to participate in their children's education and ensure their academic success. The FES will keep a communication log of all interactions with parents and will take a bi-annual survey on family needs, wants and services. The family engagement specialist will attend all TEA required trainings and conferences on family and parental involvement.</p>	
<p><b>TEA Program Requirement 5b:</b> Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Snyder ISD intends to hire a full time Family Engagement Specialist (FES) whose mission will be to provide meaningful, high-quality activities and services to families of participating students in the Tx21st CCLC Cycle 9, Year 1 grant program. A written system wide family engagement plan will create the framework for parent involvement initiatives, including those found in the grant RFA (request for application) and will support the learning goals of the regular school day. The FES will participate in weekly team meetings with the program director and site coordinators to help create strategies for family engagement. The FES will collaborate with other campus/district programs (PTO, Title I, Migrant Ed, Special Ed, McKinney Vento) and utilize community support, including social service agencies, to ensure a full spectrum of resources to families in need of services. The family engagement plan will be disseminated to campus and district staff, regular school day staff, after school staff and parents of after school participants. The Snyder ISD ACE Family Engagement Plan will be considered a living document and will be annually reviewed and updated as needed.</p> <p>The FES will oversee the Family Resource Center and remain in ongoing communications (emails, phone calls, conferences, meetings and others) with parents of participating students. The Family Resource Center will allow parents to come in at any time during the day to visit with program staff or to participate in the various scheduled classes. The purpose of the Family Resource Center will be to equip parents with the strategies they need to help strengthen their children's skills for school success. The FES will conduct needs assessments and surveys to determine types of activities families want and need, including the needs of working families, and will provide outreach and service referral to address family needs that may be barriers to student success. Other activities for family engagement will include monthly family nights. Monthly themes will vary depending on family needs. Additionally, activities will allow parents to participate in classes such as GED, ESL, adult ed, parent ed, computer, civics, workforce literacy financial literacy and health and fitness. Also, family engagement initiatives will allow parents to participate in special workshops of interest that are provided by various schoolwide programs and community organizations.</p>	

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 208902

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Need:** The two most influential environments in which children develop are their homes and their schools. Considering that children's time is often divided between these two settings, there is a need for a clear relationship between strong school/family partnerships and children's academic success. According to a local survey, parents often are disengaged due to differences in cultural values or languages spoken between staff and families. A full service Family Resource Center will allow parents to come together collectively and represent parent and student needs in the district. Parents are key allies in a school's efforts to increase students' connection to school.

**Family Engagement Activities:** Stanfield Elementary, which presently houses PK – K, will no longer house students in the Fall 2016. These students will be a part of Snyder Primary. Space at Stanfield will be dedicated to create a full service Family Resource Center (FRC) equipped with a computer lab, library and classrooms for GED, ESL, Parent Ed, Interactive Literacy activities and technology. Smaller FRC's will be established at each site. Parent activities will take place at various times before, during and after school each day, Monday – Friday, during the school year and Monday – Thursday in the summer. The purpose of the FRC will be to help parents recognize their strengths and abilities to support children's learning and to include meaningful and ongoing consultation with and input from parents in the development and administration of the program and its' activities. Consistent two-way communication will be facilitated through multiple forms and will be responsive to the language spoken by the family. Other events will include annual events such as Lights On Afterschool and specific holidays. Families will be provided with an annual family engagement plan that will highlight parent events. Collaborations with schoolwide programs and other organizations in the community will ensure high quality parent involvement initiatives. Parent activities funded under the grant will be for immediate adult/family members of students in program and will tie to the federal purpose of Tx21st CCLC Cycle 9, Year 1 requirements.

**Working Family Needs:** Targeting latchkey children will be a priority for meeting working family needs during the SISD Tx21st CCLC Cycle 9, Year 1 grant program. Many moms have returned to the workforce due to husbands being laid off or working outside the area. Most of these families are unable to pay for childcare. The economy has caused hardship for both employed and unemployed parents. For those fortunate enough to have a job in this economy, the school day will never be long enough to fulfill their end-of-the-day childcare needs. The gap between work and school schedules amounts to as much as 25 hours per week, which presents working parents with the challenge of finding someone to care for their children while they are at work. Presently Snyder ISD has been part of the solution in filling that gap; however, with possible cuts to afterschool programs, working parents will be scrambling to find ways to replace their children's care arrangements after the school day ends. While concerns about unsupervised children pressure families, they also profoundly affect employers. Snyder ISD Afterschool programs will provide a safe, enriching environment for kids while their parents are still at work, allowing parents to focus on their jobs and ultimately improve family life.

**Additional Resources:** Once communication is established (phone calls, home visits, surveys, emails, conferences) between the home and school, Snyder ISD will be able to identify the struggles families have in meeting their children's basic needs. In response, Snyder ISD will provide families with resources and support and connect them to pertinent school and community programs that will satisfy those needs. The Family Resource Center (FRC) will include time for families to meet with various social service agencies, as needed to ensure that student's needs (clothing, food, school supplies, etc.) are being met. Meeting at the FRC will allow parents the space to meet with other parents and communicate their needs with each other and provide the additional support. Looking to outside organizations will help enrich our Family Engagement program to provide an abundance of vital resources that will enhance family participation.

**Schedule #18—Equitable Access and Participation****For TEA Use Only**

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County-District Number or Vendor ID: 208902		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Schedule #18—Equitable Access and Participation (cont.)**

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County-District Number or Vendor ID: 208902		Amendment number (for amendments only):		
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gang-Related Activities</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 208902		Amendment number (for amendments only):		

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<b>Barrier: Gang-Related Activities (cont.)</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
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<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Schedule #18—Equitable Access and Participation (cont.)**

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County-District Number or Vendor ID: 208902		Amendment number (for amendments only):		
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Truancy</b>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 208902

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 208902		Amendment number (for amendments only):
<b>Part 1: Private Nonprofit School Contacts.</b> This part is required regardless of whether any private nonprofit schools are participating in the program. For <b>statewide</b> teacher training programs or <b>statewide</b> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
<b>Total Nonprofit Schools within Boundary</b>		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 1		
<b>Initial Phase Contact Methods</b>		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
<b>Total Eligible Nonprofit Students within Boundary</b>		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):		
Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/>		
<b>Total Nonprofit Participants</b>		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
<b>Part 2: Consultation and Services.</b> Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
<b>Participant Consultation: Development and Design Phase Consultation Methods</b>		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
<b>Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)</b>		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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